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Southern Educator

College of Education • Georgia Southern University

Volume 20

<http://coe.georgiasouthern.edu>

Fall 2009

Counselor Education Programs Attain CACREP Accreditation

The counselor education programs in the College of Education have attained accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the three specialty areas of community counseling, school counseling, and student affairs. Georgia Southern is the only institution in the state to be CACREP accredited in the area of student affairs; it is also the only one in southeast Georgia CACREP accredited in community counseling and school counseling.

The accreditation will allow Georgia Southern students, concentrating in those fields, to be eligible for national certification when they graduate. "These students will be eligible to take the National Counselor Examination for Certification when they graduate, without having to complete the additional post-graduate work normally required," said Dr. Leon Spencer, program coordinator for counselor education programs. "This is a tremendous advantage because it saves the students time and money as they work to obtain this important professional certification. It also helps expedite the licensure application process."

Similarly, Cindi Chance, the then dean of the College of Education stated, "The counseling and student affairs professionals in our schools and community agencies are critical to the success of many students. Students today are dealing with many pressures and influences that have a direct impact on their success in the classroom and their chance at future success once they leave school. We're proud that Georgia Southern University will be able to provide counselors with an education that is nationally recognized for excellence and that they, in turn, will be able to work to positively impact the lives of young students." Additionally, Chance stated that "CACREP accreditation also means the University's College of Education will be held to a higher standard."

"Our faculty and staff worked diligently to meet the rigorous standards set forth by this organization. Now that we are CACREP accredited, we will be expected to continually evaluate our programs and exceed nationally accepted standards in order to keep our accreditation. We are committed to maintaining this quality for the generations of future education professionals who choose Georgia Southern University for their own education," said Chance.

Jack Miller Faculty Awards Presented

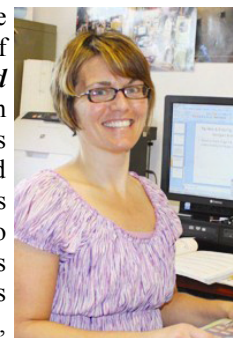
Dr. Michael T. Moore received the *Jack Miller Educator of the Year Award* at the opening faculty meeting on August 12. Presented annually to a member of the COE faculty for exceptional overall achievement, the award is based on demonstrated excellence in the areas of teaching, service, and scholarship over the three-year period of review.



Dr. Moore is professor of reading in the Department of Curriculum, Foundations, and Reading. He has developed and taught a variety of on-campus and off-campus courses in face-to-face and online formats. The courses have both strengthened the reading program and provided support for other programs of the college. In scholarship, Dr. Moore has 14 publications including a chapter in an edited book and an invited textbook. He is on the editorial board of a major journal and is editor of *English Education*, a journal of the National Council of Teachers of English (NCTE). During the period of review, he was the invited keynote speaker at a national conference in England and has been active in the American Educational Research Association (AERA) and NCTE. In service, Dr. Moore has served on many college committees, chaired dissertations and thesis committees, and served as coordinator for the reading program. At the university level, he has served on the Athletics Committee, Faculty Grievance Committee, Faculty Senate, and Senate Executive Committee. This year he is moderator for Faculty Senate. In the community, Dr. Moore is active as a trained volunteer for Hospice and is a Bulloch County volunteer coach.

Two other faculty awards were presented at the opening fall meeting recognizing each recipient's accomplishments over the previous three-year period.

Dr. Michelle A. Reidel, assistant professor of middle grades and secondary education in the Department of Teaching and Learning, received the *Jack Miller Award for Teaching*. Her dedication to helping students learn has translated into some of the highest student evaluations in her department. She has been active in developing and teaching new courses on-campus and online, keeps current with research and integrating issues into opportunities for active classroom discussion, and uses and creates a variety of teaching materials and strategies that are challenging and demand that students think, apply, and become active participants in the classroom.



Dr. Judith F. Robbins, associate professor of early childhood education in the Department of Teaching and Learning, received the *Jack Miller Award for Service*. Dr. Robbins' service within her department has been in leadership roles such as chairing and serving on department committees, mentoring new faculty, being a program coordinator, developing key assessments, writing annual program reports, and coordinating field placements for over 300 students each semester. Service to the college has been through key committees such as the Governance Committee, search committees, Curriculum Committee, and the Faculty Executive Committee (FEC). At the university level, Dr. Robbins' service is exemplified by major commitments of time to Faculty Senate, the Honors Committee, and the Grievance Committee. She has also given service to the community with assistance to individual schools and teachers.



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SOUTHERN EDUCATOR
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New Classroom Tools

Enhancements have been completed in many of the College of Education building classrooms. Planning and proposal efforts by the COE Technology Committee and the Administrative Team have led to these student-technology fee funded improvements. Internet-based instruction and assessment involving students with laptops can take advantage of the newly upgraded wireless system.

Students and faculty from academic programs across the campus and other partner institutions who teach and learn in the COE building are now able to more conveniently enjoy an improved ability to tap students' multiple learning modes using current video and other digital examples, online assessments, and digital simulations within the live classroom settings. The COE Technology Committee extends its gratitude to Georgia Southern's IT Services, the Technology Fee Committee, and College of Education students for their support.

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Several years ago Ken Bain completed a 15-year study of higher education teachers. He wanted to answer a question regarding what the best higher education teachers do that makes them "great". He discusses the results of his study in his book, *What the Best College Teachers Do*. Upon completing his data analysis he concluded that while it was clearly necessary that teachers knew their subject matter deeply, it was equally important that they held certain specific values and beliefs about teaching and learning. He found that the very best teachers believed their teaching mattered and that every one of their students could learn. His findings are reflected very clearly in the *Beliefs and Commitments* that drive our College of Education work: *Commitment to the Knowledge, Skills and Dispositions of the Profession; Commitment to Diversity; Commitment to Technology; and Commitment to the Practice of Continuous Reflection and Assessment*. But what is the impact on our beliefs and commitments when we face challenging conditions?

This is a very challenging time in the life of our College of Education. For the first time in the history of our college, graduate enrollments have exceeded our undergraduate enrollments and both enrollment groups have outpaced our modest increase in faculty numbers. Faculty and staff are working diligently to adjust curriculum, program content, instructional and program delivery modes, and service methods in an effort to meet the growing and shifting needs of our diverse student population. Our faculty and staff continue our strong tradition of reaching out beyond our campus, to work with our partner schools, community agencies, and other higher education institutions as we simultaneously renew the quality of life and learning for all. And as they are engaged in this challenging work, faculty and staff are also experiencing the loss of material compensation for their work due to state and national budget shortfalls.

As I observe our COE faculty and staff, I marvel at how they persevere with their excellent teaching, scholarship, service, and support work; and I wonder what it is that keeps them motivated under such challenging conditions. As I watch them, I see that Ken Bain had it right. Our faculty and staff continue their excellent, responsive work with our students because they intensely believe that the teaching and learning interaction, and the mentoring and support relationship implied therein, is the model that will best prepare our students to themselves become confident, thoughtful, and effective teachers and leaders.

This year, with all its challenges, will certainly be a highly productive year for our faculty, staff, and students. And while the value of the teaching and learning relationship shared by our faculty, staff, and students cannot be measured directly by a test score or on a key assessment, what we know and believe is that we will make a significant and positive contribution to the work of our current and future educators. This is "stewardship of the profession" at its best, and it is alive and thriving in our College of Education.

Stephanie L. Kenney
Interim Dean

ACCOMPLISHMENTS 2008-2009

DEPARTMENTS/PROGRAMS

- The counselor education programs were awarded accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- The school psychology M.Ed. and Ed.S. programs were combined and the content was strengthened to better align the program with the standards set by the National Association of School Psychologists (NASP).
- All key assessments in the middle grades education B.S.Ed. and M.Ed. were revised to align learner outcomes to the National Middle School Association Standards.
- All key assessments in the secondary education M.Ed. were refined to align them with the standards set by the National Board for Professional Teaching Standards (NBPTS).
- The courses in the higher education administration M.Ed. were redesigned to allow more flexibility and relevant learning experiences in the program.
- The curriculum studies Ed.D. was revised to include a teaching and learning strand to address the needs of practicing teachers desiring advanced, scholarly work in teaching.
- A new BOR online franchise math/science MAT (Georgia ONmyLINE) was developed and implemented in collaboration with West Georgia College, Columbus State, Kennesaw State, and Valdosta State.
- Development and implementation of two graduate Georgia ONmyLINE programs generated revenue that enabled each of the three COE departments to fund an additional faculty line.

COLLEGE

- Assessment committee developed and field tested the Graduate Dispositions Rubric.
- Sponsored a grant writing workshop for faculty.
- Research committee held a research reception to facilitate faculty making connections with other faculty around common research interests.
- Research committee awarded two research seed grants.
- Endowed the Centennial Graduate Education Scholarship with funds from the brick campaign.
- Created the Oak Grove One Room School House Scholarship.
- Created the COE Cheerleader Scholarship.
- Faculty submitted three white papers for Congressional appropriations funding request.
- Funded participation of 20 faculty in workshop training to develop and implement online courses.
- Hosted the CLEC regional event that featured the author of the "2 Million Minutes" documentary film on global education and internationally known speaker, Bob Compton.
- Implemented "Goal 4 Plan" to meet established targets toward the preparation of 80% of Georgia's teacher needs by 2020, in partnership with First District RESA and the First District's school superintendents.
- Assessment committee completed two documents that will help guide the work of faculty as they seek valid and reliable means to assess candidates' performance: the Graduate Dispositions Rubric and the COE Procedures for Reliability, Validity, and Fairness in Assessment.

GRADUATE/UNDERGRADUATE

- Streamlined process for handling program of study, Ed.S., and Ed.D. forms.
- Approved and implemented revised Ed.S. guidelines.
- Added entering GPA data to Banner.
- Revised admission and retention policy for graduate programs.
- Currently hosting a Muskie Scholar (2008-2010) and selected as a host institution for a Muskie Scholar for 2009-2011.
- Continued increase in graduate student enrollment, particularly in online courses/programs.
- Fully implemented (all programs) undergraduate students' key assessment data gathering and analysis using TaskStream.
- Undergraduate Office and Student Success Center designed and implemented a data base to track undergraduate students' progression through each transition point of their programs.
- In collaboration with the Office of Financial Aid and the Student Success Center, implemented the TEACH Grant for majors in targeted teacher preparation areas.
- Revised the criminal background check processes to better serve undergraduate and graduate students and our partner schools.
- Provided a summer workshop to support retention and progression of Ed.D. and Ed.S. students.
- Graduate programs increased the number of online course offerings and offered four graduate programs fully online or with fully online options.
- Inaugurated a COE graduate student newsletter.

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WELCOME NEW FACULTY



Carrie L. Bailey, assistant professor of counselor education – Dr. Bailey earned a B.S. in psychology from The College of William & Mary, a M.Ed. in school and community counseling from Old Dominion University, and a Ph.D. in counselor education from The College of William & Mary. She focused her doctoral study on developmental issues in school and family counseling and wrote the dissertation titled *An Examination of the Relationships between Ego Development, Dabrowski's Theory of Positive Disintegration, and the Behavioral Characteristics of Gifted Adolescents*. She is a licensed Professional School Counselor in Virginia, and holds certifications and licenses as a Nationally Certified Counselor and a Licensed Professional Counselor. Her professional experience includes family counseling, school counseling at pre-kindergarten through college levels, teaching at the secondary level and as a graduate teaching intern at William & Mary, and supervising school counseling practicum students. As a research assistant at W&M, she collaborated on a number of research projects aimed at better understanding and providing family counseling services to clients.

Charles B. Hodges, assistant professor of instructional technology – Dr. Hodges holds a B.S. in mathematics from Fairmont State University, the M.S. in mathematics from West Virginia University, and the Ph.D. from the School of Education at Virginia Polytechnic Institute and State University. His dissertation is titled *Self-efficacy, Motivational Email, and Achievement in an Asynchronous Mathematics Course*. From 1998, Dr. Hodges held a faculty appointment in the Virginia Tech Mathematics Department serving as manager of its Advanced Technology Learning Center, a 537-station computer-based learning facility. He has experience teaching at the undergraduate and graduate levels at East Carolina University, Virginia Tech, Concord University, and West Virginia University. He has published articles in refereed journals, most recently in *The Internet and Higher Education* and the *Quarterly Review of Distance Education*. Dr. Hodges was twice honored as Math Instructor of the Year at Virginia Tech, and in 2006, he was honored as a National Center for Academic Transformation Redesign Scholar.



Ian A. Lubin, assistant professor of educational research – Dr. Lubin holds undergraduate degrees with honors in psychology and multimedia design from Cameron University. He completed both his M.Ed. and Ph.D. degrees at the University of Oklahoma in educational psychology with emphases in instructional psychology and technology. Dr. Lubin has teaching experience as an adjunct instructor and graduate assistant in several departments at the University of Oklahoma. He has experience in evaluation research including serving on an NSF grant on teacher quality and student success and working with a natural history museum. Dr. Lubin's current research interests include social and cultural factors affecting educational opportunity and academic motivation. He has published in national refereed journals, and his research has been presented at conferences in Spain, the Netherlands, Brazil, the Caribbean, and across the U.S. He consults regularly on teacher professional development, course and Web design, and assessment design and development.

Russell O. Mays, assistant professor of educational leadership – Dr. Mays earned a B.S. in elementary education from George Peabody College for Teachers, a M.S. in educational psychology from the University of Tennessee, an Ed.S. in administration and supervision at Tennessee State University, and an Ed.D. in educational administration at the Peabody College of Vanderbilt University. He served for 28 years in public schools as a classroom teacher, assistant principal, and principal in Nashville, TN. In addition, he has held faculty rank at both East Tennessee State University and the University of North Florida. He serves on the editorial review boards for *Research in the Schools*, *The Professional Educator*, and the *SRCEA Yearbook*. Mays' research interests include Rosenwald Schools and the Rosenwald Foundation, storytelling as a leadership/teaching tool, music and arts in education, the principalship, school facilities, many areas of history and social change, and group/team leadership.

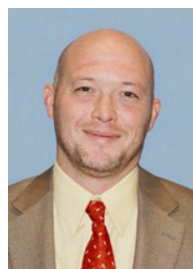


Lina B. Soares, assistant professor of curriculum and instruction – Dr. Soares earned a B.A. in elementary education at the University of North Carolina at Greensboro, a M.S. in curriculum development and instructional leadership at National University, San Diego, and a Ph.D. in curriculum instruction from University of North Carolina at Charlotte. She is licensed in North Carolina as a teacher of gifted and K-6 elementary education and achieved National Board Certification in early adolescent English/Language Arts (Grades 5-9). Dr. Soares taught 4th-9th grades in schools in North Carolina and California and taught undergraduate reading education courses at UNC Charlotte. Her publications include articles in refereed journals and invited book chapters including "Critical profiler guide" in K. D. Wood, D. Lapp, J. Flood, & D.B. Taylor *Guiding readers through text: Strategy guides for new times* (2nd Ed.), and she was co-author for "Assessing vocabulary: Examining knowledge about words and about word learning" in J. R. Paratore & R. L. McCormack *Classroom literacy assessment*.



Sally Ann Brown, assistant professor of reading education – Dr. Brown holds a B.S. in Psychology and a M.A.T. in Early Childhood Education from the College of Charleston. She completed a Ph.D. in language and literacy at the University of South Carolina writing a dissertation titled *A Critical Discourse Analysis of Identity Development and Literacy Practices: Latino English Language Learners at Home and in the Primary Classroom*. Dr. Brown has held assistant professor positions at New Mexico State University and Charleston Southern University, and she has thirteen years of experience as an elementary school teacher in South Carolina. She achieved National Board Certification and has served as an assessor, trainer, and validator for the National Board for Professional Teaching Standard's Early Childhood Generalist Certificate. Her international experience includes study in Xalapa, Mexico, and a Costa Rica survey trip to develop a course for pre-service teachers. She has a number of publications including recent articles in the *Journal of Latinos and Education* and the *Early Childhood Education Journal*.

Stephanie A. Jones, assistant professor of instructional technology – Dr. Jones earned a B.A. in anthropology at the University of North Carolina at Greensboro, a master of librarianship at Emory University, certification to teach English and school library media certification at Georgia State University, and a Ph.D. in instructional technology at the University of Georgia. Her dissertation was titled *The Occupational Choice of School Library Media Specialists*. Dr. Jones has worked as an elementary school library media specialist and as children's librarian for the Griffin-Spalding Public Library. As a staff development instructor for Clayton County Public Schools she taught the InTECH course, and she has other teaching experience as a graduate assistant at UGA and as a part-time instructor at East Carolina University and Valdosta State University. In 1997, Dr. Jones was the National Storyteller of the Year first runner-up, and in 2004 she produced the online Storytelling: Module #12 for the Georgia Department of Education's Institute for Media Specialists.



Eric J. Landers, assistant professor of special education – Dr. Landers earned both a M.A. in special education and a Ph.D. from the University of Florida. He has experience as a special education teacher at the middle school and elementary levels and taught in the departments of special education at both West Virginia University and the University of Florida. Dr. Landers was grant coordinator for Project STARS (Specialist Training for Autism in Rural Schools), a U.S. Department of Education grant at West Virginia University, and he has been principal investigator or co-author of other funded federal, state, and local grants. He is an editor of the book *Teachers and learners in inclusive schools* (3rd ed.) and has co-authored articles in referred journals including *Beyond Behavior*, *Rural Special Education Quarterly*, and *International Journal of Behavioral Consultation and Therapy*. Dr. Landers currently serves on the editorial review board for *Education and Treatment of Children*.

Sabrina N. Ross, assistant professor of curriculum studies – Dr. Ross earned an A.A. in liberal studies with honors at Florida State University, and she earned three degrees at The University of North Carolina at Greensboro including a B.A. in psychology, M.S. in human development and family studies, and Ph.D. in curriculum and teaching/cultural studies. Her research interests include race/ethnic and gender identities, critical pedagogy, Black feminist and womanist philosophies, African American women educators, U.S. Blacks and the postmodern condition, and critical race theory. Dr. Ross taught at UNCG as an instructor, lecturer, and visiting assistant professor of women's and gender studies and African American studies. Her most recent publication titled *Critical race theory, democratization, and the public good: Deploying postmodern understandings of racial identity in the social justice classroom to contest academic capitalism* appears in the Oct. 2009 edition of *Teaching in Higher Education*. Dr. Ross also has experience in data collection, analysis, and interpretation, for educational outcomes grants/projects and SACS reaccreditation at both Guilford Technical Community College and UNCG.



Leading the Way Into the 21st Century: COE's Georgia ONmyLINE Programs

In 2007, the Board of Regents of the University System of Georgia realized that traditional approaches to master's programs were not meeting the needs of Georgia educators. The BOR asked programs around the state to consider offering high quality, fully online master's degree programs in collaboration with other system institutions. Faculty and administrators in Georgia Southern's COE submitted proposals and were selected to participate in two of these programs: Instructional Technology and Accomplished Teaching. The BOR initiative has become known as Georgia ONmyLINE (GOML).

The M.Ed. in Instructional Technology is offered in collaboration with Valdosta State University. The program offers a concentration leading to school library/media certification or a concentration in instructional technology. Students can also take courses leading to the online teaching endorsement as well. The ITEC program incorporates a wide variety of Web 2.0 tools for teaching and learning and focuses on preparing teachers to be technology leaders in educational settings. The program concentrations meet the standards of the American Association of School Librarians and the Association for Educational Communications and Technology. Approximately 220 students have been admitted to the ITEC program since it became part of GOML in summer 2008.

The M.Ed. in Accomplished Teaching is designed specifically for teachers to address the diverse learning needs of the school-aged children in the state of Georgia. Coursework was created based on the domains contained within the Georgia Framework for Teachers at the Accomplished level. Learning experiences range from case studies and unit plans to evidence-based classroom projects and school transformation plans. The collaboration between Georgia Southern, Columbus State, and Valdosta State provides an ongoing dialogue between these institutions regarding improved teacher preparation and assessment. Over 90 students have been admitted to the program at Georgia Southern since spring 2008.

It's an exciting time to be part of the new wave of teaching and learning for the 21st century! For information about the Instructional Technology program contact Dr. Judi Repman at jrepman@georgiasouthern.edu. Dr. Kymberly Harris, kharris@georgiasouthern.edu, should be contacted for information about the Accomplished Teaching program.

News from the School Psychology Program

During the 2008-09 academic year, the school psychology program was restructured to better align its curriculum with the training standards established by the National Association of School Psychologists. The revised Ed.S. program, which became effective in the fall 2009 semester, is a 75 credit hour program that consists of the prerequisite course Introduction to Special Education, 6 credit hours in professional education core requirements, 27 credit hours in specific requirements, 12 credit hours in research sequence requirements, 21 credit hours in specialized school psychology content requirements, and 9 credit hours in applied school psychology content requirements.

Students enrolled in the revised program can earn an interim M.Ed. degree after successful completion of 36 hours of selected courses and passing a written comprehensive exam, and could then continue on with the remaining Ed.S. courses. Several courses received new titles, and three courses were added to the program of study: COUN 7333 Models and Techniques of Counseling, ESPY 8130 Curriculum-based Assessment and Response-to-Intervention, and ESPY 8135 Crisis Intervention and Prevention. Other program requirements include an oral defense of a research study, practicum training in a school setting, and a 1200 hour year-long internship. The program is currently preparing to submit its application for initial program review by the National Association of School Psychologists.

School psychology students are active in the Georgia Association of School Psychologists and the National Association of School Psychologists, giving paper and poster presentations at both organizations. Students who will be presenting at the 2010 National Association of School Psychologists Convention include **Aly Bing**, **Courtney Holley**, **Shelley Knowles**, and **Rhodesia McMillian**. Currently, **Amy Carlton** serves as the student representative to the Georgia Association of School Psychologists, and **Tiffany Davis** is the student leader to the National Association of School Psychologists.

National Search Underway for COE Dean

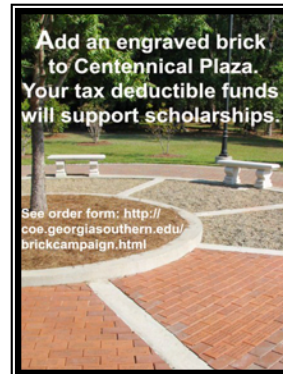
At the end of the last academic year and after serving eight years as dean of the college, **Dr. Cindi Chance** moved to the Department of Leadership, Technology, and Human Development as a professor of educational leadership. On July 1, 2009, **Dr. Stephanie L. Kenney** became COE's interim dean.

The provost appointed and charged the Dean of the College of Education Search Committee in the summer, and advertising for the open position began. The search committee met on October 1 to review applications received and then submitted its report to Academic Affairs and to Diversity Services which resulted in approval to proceed with the recruitment process. The committee expects to be able to recommend candidates for campus interviews to take place during the second and third weeks of November.

For additional information or to contact the search committee's chair, Dr. Bede Mitchell, see the committee's website at <http://coe.georgiasouthern.edu/deansearch.html>

Brick Campaign Endows New Scholarship

A new scholarship, *Centennial Graduate Education Scholarship*, has been endowed with funds from individuals purchasing engraved bricks for Centennial Plaza. Award of a \$1,000 scholarship from the fund will provide financial support to a full-time graduate degree seeking education major in any teaching, leadership, or service field. Other criteria include active membership in a professional education organization and a GPA of 3.6 or higher at the time of application. The scholarship will be awarded as long as the student maintains the stated requirements.



This scholarship is the second using funds from the sale of engraved bricks. The first, partially funded by the brick campaign in 2007, was the Victoria B. Zwald Memorial Scholarship.

To date, over 300 individuals have purchased a \$100 engraved brick in memory of a loved one; to honor a graduate, favorite professor, or friend; or to commemorate an achievement. Faculty of the college have planned that the next scholarship from the brick campaign will be designated for the benefit of undergraduate students.

Additional information about the brick campaign and order forms are available online at <http://coe.georgiasouthern.edu/brickcampaign.html>.

TEACH Grant

This new federal program is available to undergraduate education majors and to graduate students working toward a M.Ed. in Teaching and Learning, M.Ed. in Reading Education, or Master of Arts in Teaching.

The criteria for the grant can be found at <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

This has been a fairly successful program. In fall 2008, we had 26 students elect to apply, and they were all awarded. In spring 2009, we saw an increase to 33 students who benefited.

The program may not be for everyone as it is a service cancellable loan with specific payback terms. Many, however, will find the terms appealing.

Fall 2009 COE Enrollment

Undergraduate Majors
1,315

Graduate Majors
1,480

(as of 9/30/09)



Guess who this COE member is.
See answer on page 7.



Change! Change has been the buzz word for education for a number of years. Time and time again the powers that be brain-storm, discuss, plan, and implement change. This change can sometimes be good and productive. At other times it can be a disaster. In the case of making a huge change in my life, moving from banking to teaching, boy, was it great! I like to call it going from good to great. The banking game was good and opened my mind to a world of new ideas and critical thinking on a level I had never imagined. However, I truly felt something was lacking in my career. I had the energy, the intelligence, the dedication, the persistence, and the success; but there was this empty feeling inside that could only be filled with the satisfaction of teaching and helping others to become stronger through education.

Even as a child I was interested in teaching. My sister and cousins learned first hand what it meant to sit in a classroom, grandma's porch, and learn the 3 R's, reading, writing, and arithmetic. They would sometimes quit because I assigned them too much work to do.

After some true and honest deliberation about making this career change, I decided to become one of the world's true leaders, a teacher! Because of the support of my wonderful wife Natosha, who is also a teacher, and

some awesome friends, Mrs. Yolanda Tremble and Mrs. Sarah Smith, I was able to prepare and begin to make the transition. I do mean "begin" the transition, because there were a ton of classes and a few exams I had to take and lessons I had to learn in order to become a "real" teacher.

Georgia Southern's Master of Arts in Teaching program was the catalyst to my success. Not only was this program challenging, it was rewarding! Thanks to people like Mrs. Chris Thompson, my initial program advisor, I was able to leap over those beginning hurdles with ease. After reviewing my transcripts and laying out what needed to be done as prerequisite work, Chris helped me plan out the next two and a half years, beginning my journey on the road that leads from good to great.

After passing the Praxis exams, earning a non-renewable certification from the state (good for five years), and working my first year at Statesboro High School, I entered the Georgia Southern M.A.T. program. The rigorous course work and class discussion helped me to make some meaningful connections between textbook education and the real world. So many times one hears that a textbook education is not enough to become successful in the teaching profession. Taking this to heart, I was in the perfect position, teaching during the day and becoming a "real" guru of secondary education pedagogy at night. Although it was tough, it was well worth the effort. I would do it all again.

My professors encouraged and assisted me in every possible way, while expecting me to perform at the highest of levels. Dr. Betty McKinny provided awesome feedback on all my work and encouraged me to dig deeper. Dr. Missy Bennett, my program advisor, was always available when I had a problem or needed her help with the exiting process. Thanks to these professors and others, some of whom I never met because of the online portion of the program, I have become a true educator with still more road to travel. I love the convenience of the program as well as the accessibility of the professors in the Georgia Southern M.A.T. program; something that is difficult to find with other programs per my colleagues.

While participating in and after completing the M.A.T. program, I was able to take on other responsibilities at Statesboro High. These responsibilities include or included team leader for the 9th grade smaller learning community, member of the school leadership team, girls basketball coach, credit-recovery program facilitator, school-level and university-level teacher mentor, administrative intern, and, most recently, advisor to the science club, an environmentally conscious club.

As of fall 2009, I have been accepted into the educational leadership program at Georgia Southern to earn my Ed.S. This has been an exciting time in my life. Thanks to the Georgia Southern M.A.T. program, I can truly say I am a quality educator and plan to be a life-long learner and reflective educator for the success of my students, my own kids, and myself!

Reginald Dawson, Statesboro High School, M.A.T. May 2009

International Student Teacher Exchanges

Eight College of Education student teachers completed the last month of their student teaching experience in spring 2009 participating in the **COE's International Study Opportunity (ISO)**. Five early childhood education and special education student teachers were hosted by **Andrew Jones and Rob Poole** at Rainbow Forge Primary School in Sheffield, England. **Paul Plunkett** and the faculty and staff of Hayfield School in Doncaster, England, hosted the remaining three student teachers representing secondary education.

In November 2009, two early childhood education student teachers from Georgia Southern will spend the month learning more about education in England by participating in the exchange hosted by Sheffield Hallam University.

In January 2009, Georgia Southern and two partner schools hosted the second cohort of teacher candidates from Sheffield Hallam University in Sheffield, England. The six early childhood education candidates completed field experiences at Mattie Lively and Stilson elementary schools in Bulloch County. Teachers hosting the students were **Susan Taylor, Kay Rule, Kathryn Hodges, Allison Brown, Wanda Akins, and Kelly Carter**.

This was the first trip to America for four of the UK students. In addition to their time in Statesboro (in their school placements), they made weekend trips to Savannah, Atlanta, Orlando, and New York City. Pictured are **Amy Burton, Anna Moffat, Gemma Curtis, Stephanie Robinson, Kayleigh Benn, and Rachel Ford**.

The College of Education looks forward to hosting another cohort of students from Sheffield Hallam University in January 2010.



Grants received by Faculty and IEP Alumni

Dr. Missy Bennett teamed with IEP-2007 (International Education Program) alumnus **Sidi Mohamed Oubit** of Morocco to write a grant proposal entitled "Engaging Classroom Strategies to Motivate Teachers and Students." The grant awarded by IREX (International Research & Exchanges Board) will fund a four-day workshop in Laayoune and two one-day workshops in Boujdour and Dakhla in the southern part of Morocco. The Nov. 2009 workshops will provide participants with research-based strategies and tools for meeting the needs of diverse learners and introduce the teachers to numerous cooperative learning techniques. The workshops will benefit a total of 70 teachers of English.

In June 2009, **Dr. Christine Draper** traveled to Mangalore and Udipi, India, to work with IEP-2007 alumnus **Shaji Philip** on a three-week IREX grant project. The project, "Hands-on and Interactive Methods and Strategies for Instructing Language Arts and Social Studies Courses," provided training for secondary level teachers including 60 teachers of English experiencing an expansive three-day workshop and 30 teachers of social science experiencing an intensive one-day workshop. The teachers experienced and designed innovative activities that can be incorporated into their own classrooms, such as role plays, singing, dramatizing, composing and reciting poems, and different modes of debating skills based on Howard Gardener's Theory of Multiple Intelligences (1993).

Other alumni from Georgia Southern's IEP/ILEP groups who received IREX small grant awards in 2009 are **Budi Handoyo**, IEP-2007 (Indonesia), for "Lesson Observation on Teaching English" and **Subramaniam Shanti**, IEP-2007 (Malaysia), co-author of "Roadmap to Reading and Writing (RRW)."

International Students Studying with COE

Thirteen (13) international students are currently studying in College of Education degree programs. Each of COE's degree programs (Ed.D., Ed.S., M.Ed., M.A.T., B.S.Ed.) has one or more international students enrolled.

Countries represented by these students are: China (3), The Bahamas, Bermuda, Finland, Great Britain, India (2), Kyrgyzstan, Mexico, South Korea, and Uzbekistan.

GA Power New Teacher Award Winners

Jordyn Nail and Russell Simmons are the Georgia Southern - Georgia Power New Teacher Assistance Grant award winners for 2009. Nail, a secondary education math teacher, is now teaching 9th grade math at Swainsboro High School. Simmons, a middle grades math and science teacher, is teaching in the middle school in Johnson County.

In addition to the recognition for being top in their class academically, Nail and Simmons each received \$1,000 to purchase materials for their new classrooms.

The following 2009 College of Education graduates were also nominated for this award: **Shea Huxtable, Tommy Oglesby, Christine Rigoni, Joshua Farrell, Samantha Garrett, Mary Hunter, Lydia Lamar, Amanda Mathis, John-Bernard Roberts, and Tenesia Beasley.**

Faculty Promoted

With the support of their respective departments, the COE, and the university and by action of the Board of Regents, five faculty members were promoted effective August 1, 2009. Promoted to associate professor were **Scott Beck** and **Missy Bennett**. Promoted to full professor were **Greg Chamblee, Kent Rittschof, and Ming Fang He.**

Faculty Off Campus in Fall

Dr. Cindi Chance, professor of educational leadership, is in China during fall 2009 as a Fulbright specialist hosted by Central China Normal University (CCNU). Her itinerary includes public lectures, visiting CCNU partner schools, and participating in CCNU's International Special Education Summit. To follow her activities, visit <http://blogs.georgiasouthern.edu/china/>.

Dr. Brenda Marina, assistant professor of educational leadership, will be in China for the last two weeks in October visiting secondary and primary schools; meeting with education faculty and students; and presenting, with Dr. Chance, a seminar on leadership trends in U.S. schools.

Dr. Fayth Parks, associate professor of counselor education and a licensed psychologist, was appointed as David B. Larson Fellow in Health and Spirituality at the Library of Congress in August 2009. While on sabbatical for this appointment, Parks' research will focus on the relation of religiousness and spirituality to physical, mental, and social health.

Professors Retire

Dr. Creighton Alexander retired August 1, 2009, after serving 19 years in the College of Education as professor of technology education in the Department of Teaching and Learning. He served on national and university committees and was program coordinator for technology education. He has published a book, monographs, and articles and presented at national, regional, and state conferences. During his tenure, Dr. Alexander graduated over 300 undergraduate technology education students as well as over 100 graduate students. Most of these graduates are teaching in Georgia.

Dr. Mary Jackson retired July 1, 2009, after serving 16 years in the College of Education. She served as associate professor of counselor education in the Department of Leadership, Technology, and Human Development. During her tenure, she was coordinator of the counselor education program, director of the counselor education training lab, and clinical coordinator. She also served on national and university committees. Dr. Jackson has authored numerous publications and presented at national, regional, and state conferences. Throughout her career, she received many awards and honors. While at the college, she was a member of the committee that founded the Southeastern Conference on Cross-Cultural Issues in Counseling and Education, now in its ninth year.

Alumna Donates Brother's Books to Library



Brother No. 1 (Globe Pequot Press, 2008).

Mr. Rhodes has written the entertainment column "Ramblin' Rhodes" for the past 38 years, making it the longest running weekly syndicated column in the United States.

Dr. Bede Mitchell, dean of the Library, said, "We are very pleased to receive these gifts, and the books will certainly find a wide readership among Georgia Southern students, faculty, and staff."

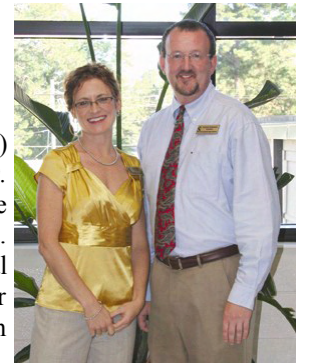
Mrs. Groover (B.A. 1997, M.Ed. 2005) is presently employed with the University of Georgia Cooperative Extension in the Southeast District Office located on the Georgia Southern campus. Having previously worked in Georgia Southern's School of Technology (1997-2002) and the Georgia Tech Regional Engineering Program in both the Statesboro and Savannah offices, Mrs. Groover believes she is the only person on the Statesboro campus who has worked for all three institutions. She also has the distinction of persuading the Rand McNally map company to correctly site Georgia Southern University's location on their maps after two years of correspondence. Beginning with the 1998 editions, Georgia Southern University no longer appeared as being between U.S. 80 and GA 24, but was instead indicated between U.S. 301 and GA 67.

Britt and Hendrix Selected for Exchange Program for Teachers

Statesboro High School teachers, **Tara Britt** (*Ed.D. Curr. Studies* 2007) and **Hudak Hendrix** (*M.A. Secondary Ed.* 1991 and current *Ed.D. Curriculum Studies* candidate), have been selected to participate in the International Research and Exchanges Board's (IREX) program for teachers. The **International Leaders in Education Program** (ILEP) is a bilateral exchange program that provides professional development opportunities for secondary school teachers from the United States and selected countries in Africa, Latin America, the Near East, South Asia, and Southeast Asia.

In spring/summer 2010, Britt and Hendrix will be two of approximately 20 U.S. teachers to visit a participating ILEP country for two weeks to work with international secondary school teachers. They are currently awaiting news of their assignments to a specific country.

ILEP's exchange program for international teachers will help to develop expertise in subject areas, enhance teaching skills, and increase knowledge about the United States. ILEP will also provide follow-on grants to selected international teachers to purchase essential materials for their schools, offer training for other teachers, and conduct other activities that will build on the exchange visits.



Homecoming 2009

The College of Education, as usual, will be involved in several exciting ways during the 2009 Homecoming weekend.

- ♦ **Friday, Nov. 13** - We will have two entries in the **Homecoming Parade** – the replica of the Oak Grove One-Room Schoolhouse filled with children and the COE golf cart filled with 1959 graduates who have returned to celebrate their 50th class reunion!
- ♦ **Saturday, Nov. 14** - Members of the Alumni Advisory Committee, faculty, and staff will help host the **"Meet the Deans"** reception from 8:30-10:30 a.m. at the lovely new Bishop Alumni Center. There will be fans, spirit ribbons, and current information about the COE for distribution.
- ♦ **Saturday afternoon** - Everyone will be at the prettiest little stadium in America cheering on the **Eagles as they take on the Furman Paladins!**
- ♦ **Sunday, Nov. 15** at 2 p.m. - The Alumni Advisory Committee and COE will be hosting the opening of **Southern's Art Extravaganza**. This will be the 5th year that local student artists and their teachers will have the opportunity to share their work. The reception will begin in room 2148 of the COE Classroom Building and spill out into the hallway, as we enjoy paint, textile, and photographic entries. The event is open to all.



Southern Educator Class Roll

1953

Dr. Rosemary Johnson died in January 2008 in Ashburn, GA. She had retired after many years as head of the counseling department at Abraham Baldwin College. Johnson worked with Dr. Rogers and Dr. Averitt on editing Civil War letters.

1957

Charlie Iddins retired after 33 years with the Dekalb County School System serving as a principal. He has written a collection of stories, essays, and memories. He can be contacted by phone at (770)723-0557.

1968

JoAnn Womble Long retired after 34 years of teaching in Brooks County. At retirement she was an academic coach at Brooks County Middle School. Her son Scott, her daughter Jenny Long Collins, and Jenny's husband Kipp are all Georgia Southern graduates.

Mary Kathlyn Mendenhall Blanchard retired in 1999 after teaching mainly social studies for 31 years. She taught two years at Fort Valley Jr. High in Fort Valley, GA; 13 years at Rumble Jr. High in Warner Robins, GA; and 16 years at Northside High in Warner Robins, GA. She was nominated for Who's Who Among America's Teachers at least three times. Blanchard received her master's degree in education from Georgia College in 1972. She would enjoy hearing from friends at ben2b@juno.com.

1971

Connie Elaine Williams retired in 2002 after 31 years in education. She worked part-time for the Virginia Dept. of Education as a project coordinator. She would enjoy hearing from her friends at cew1949@comcast.net.

1975

Vikki Diane Edenfield Womack (early childhood education) taught first grade at Swainsboro Primary for 33 years. She was named Teacher of the Year twice, prior to her retirement in June 2008. Womack is married to Georgia Southern alum Ronnie Womack, and they have two sons, Ron (Stacey) and Tyler (Christi), and one grandchild, Briley Marie. She would like to hear from friends at vikkiewomack@yahoo.com.

1977

Don L. Berryhill (science education) worked with science teachers with Okefenokee RESA from 1967 to 1996. He retired but continues to take students and teachers on field trips and to make classroom presentations on Okefenokee fauna and flora. Presently he is working on *The Skeletal Restoration of Lange*. He would enjoy hearing from friends at dsbill@wayxable.com.

1978

Cathy Jill Oliver McLain retired from Columbia County, GA, in 2001. McLain's daughter Mallory graduated with honors from Georgia Southern after participating in COE's International Study Opportunity in Sheffield, England, during her student teaching semester.

1979

Eugenia Karen Lord Rutter retired July 1, 2008. She taught family and consumer sciences for 23 years, became the CTAE director for Walton County for 5 years, and then finished her career as a high school principal at Walton Career Academy. Rutter received her Ed.D. from UGA and achieved National Board Certification. She was recognized as a *USA Today* top 20 teachers in the nation, honored twice as Walton County Teacher of the Year, and named a Crystal Apple Winner for Education.

1986

Chaudhry M. Idris retired in 2006 as school psychologist from Brooks County Schools, Quitman, GA.

1987

Scott Michael Newbern, Sr. is employed by Georgia-Pacific, Brunswick, GA, since 1994. He and his wife Margaret have a son, Scott "Michael" Newbern, Jr.

Dan Miot (music education) is teaching and writing children's music. He recently started an online tutorial service for advanced music students studying music theory, composition, and song writing (music and lyrics). He would enjoy hearing from friends at miotd@bellsouth.net.

1989

Mike Woodard obtained his master's in educational leadership and is currently the head football coach and athletic director at Pierce County High School in Blackshear, GA. He was named the 2008 Region 2AA Athletic Director of the Year. He is married to Wendy and they have four children, Austin, Jordan, Jacob, and Mackenzie. He can be reached at mwoodard@pierce.k12.ga.us.

1991

Kim Elizabeth Jackson-Allen (M.Ed. and Ed.S. counselor education) received an Ed.S. and Ed.D. in educational administration from South Carolina State University. She is currently employed in the Savannah-Chatham County School System as a college and career coach.

1994

Catherine McDuffie Hall Gosset (special education) pursued her master's degree at Valdosta State University. She taught special education for more than twelve years and is now assistant director of special education for Decatur County Schools. She is currently working on an administration degree at Valdosta State University. She is married to Trey Gosset and is mother of a son and daughter.

1996

Dawn D. Foster Stroh (early childhood education) received a master's from West Georgia in 1999 and specialist degree from West Georgia in 2001. She has taught for 12 years in grades K-3. Stroh now teaches K-2 EIP in Walton County. She was married in 2000 and had daughter Isabella in January 2005 and son Grant in March 2007. Life is good!

1998

Dr. Dana Hansen-Sheppard was a professor for the University System of Georgia. She was diagnosed with multiple sclerosis, and because of the severity of the symptoms, she left her job. However, life was not over. She and her husband became caretakers of farms all over Georgia, Tennessee, and North Carolina. She says, "What a privilege to work on the farms of our land!" She would enjoy hearing from friends at odysseus@tds.net.

2004

Jennifer Marie Fowler Stallworth (early childhood education) taught kindergarten for three years and currently teaches 2nd grade in Fayette County. She married Daniel Stallworth in June 2007 and resides in Peachtree City, GA. She can be reached at jengsu2004@yahoo.com.

2005

Joniecia S. King (early childhood education) is working for Dekalb County Schools as a 2nd grade teacher. She is pursuing gifted endorsements and plans to start work on the specialist degree.

Kenneth D. Boyd is vice president of economic development for Savannah Technical College and working to increase the academic credentials of the current and future workforce.

LaMarcus Jermaine Hall has written the book, *"I Refuse to Let You Give Up."* He is currently employed at Augusta State University as coordinator of residence life.

Howard Receives COE's 2009 Alumni Award

Dr. Molly Howard was recognized as Alumna of the Year for the College of Education, at the Georgia Southern Alumni Awards Dinner on April 4, 2009. Dr. Howard received her education specialist and doctoral degrees from Georgia Southern University.

Through her work and leadership, she has distinguished herself in both her community and profession. Some examples include: 1990 Georgia Teacher of the Year, 2000 John Yates Scholarship from the Georgia Association of Educational Leaders, 2007 Georgia Principal of the Year, and 2008 MetLife/National Association of Secondary School Principals National High School Principal of the Year.

Dr. Howard currently serves as principal of Jefferson County High School in Louisville, Georgia.

COE Alumni Advisory Committee



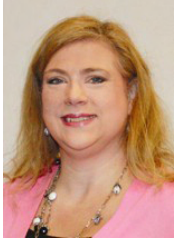
The College of Education greatly values the opinions and insights of its graduates. That is why the role of the Alumni Advisory Committee (AAC) is being expanded. In addition to helping with social events, members of the committee have been asked for help in forging a stronger relationship between the COE faculty and regional school personnel. At the AAC fall meeting, department chairs listed several ways they would like to see alumni involved in program development: as members of program action teams, dissertation committees, search committees, and annual giving committees.

Of course, the AAC members will also continue to be involved with alumni events such as Homecoming, Southern's Art Extravaganza, and our yearly basketball and baseball gatherings. Keeping alumni in touch with their COE is one of the main goals of the Alumni Advisory Committee.

Members present at the fall meeting were **Deb Miller** (AAC chair), **Todd Williford**, **Eric Carlyle**, **Kesha Entzminger**, **Bob Lake**, **Julie Maudlin**, **Claudia Moller**, **Cordelia Zinskie**, **Randy Carlson**, **Interim Associate Dean Deborah Thomas**, and **Interim Dean Stephanie Kenney**.

The photo on page 4 is of Stephanie Kenney, interim dean of the college.

STAFF NEWS



Lisa Akers joined the staff of the College of Education in March as the senior administrative secretary in the Office of Undergraduate Teacher Education. She assists the Director of Field Experiences Pat Parsons with a wide variety of tasks related to undergraduate field experiences. Akers is a graduate of Georgia Southern earning a B.B.A. in marketing with an emphasis in fashion merchandising. She has over ten years of experience working at Georgia Southern.



On June 1, **Lydia Cross** joined COE's office of graduate education as administrative coordinator for graduate programs. She works closely with COE graduate faculty assisting with admissions, data collection, record keeping, the criminal background check process, TaskStream implementation, and various other graduate tasks. Cross holds an undergraduate degree from Georgia Tech and an M.Ed. from Georgia Southern in secondary social studies education. Prior to taking the COE position, she was employed at Savannah College of Art and Design.



Kesha Entzminger joined the college on July 20 as undergraduate administrative coordinator. Her duties include coordinating the use of TaskStream for undergraduate programs; facilitating key assessment data gathering, analysis, and reporting; assisting with program reports; supporting the work of the Georgia Center for Educational Renewal; and supporting and assisting undergraduate program coordinators. She holds an undergraduate degree from the College of Charleston and an M.Ed. in higher education administration from Georgia Southern. She is currently working on an Ed.S. in educational leadership with a concentration in higher education administration. She has taught middle and high school math in South Carolina and worked in Career Services at Georgia Southern.

Saunders Receives COE Staff Award

Laura Saunders was presented with the *Betty-Ware Wray College of Education Staff Award* at the opening faculty/staff meeting on August 12, 2009. The award annually recognizes a COE staff member who has excelled in job performance and university service, and the recipient receives a plaque and \$500 prize.

Since fall 2005, Saunders has served as an academic advisor in the COE's Student Success Center. She advises all undergraduate middle grades education majors as well as students majoring in secondary education. She also helps with undergraduate recruitment and orientation and is a regular volunteer at graduation ceremonies. For the past two years, she has served on the President's Staff Council, a university governance committee that considers issues such as conditions of employment, employee benefits, and matters that affect the general welfare of the university.



Upcoming COE Conferences

<http://coe.georgiasouthern.edu/conferences.html>

Southeastern Conference on Cross-Cultural Issues in Counseling and Education 9th Annual - February 12-13, 2010

The conference focuses on racial identity development, ethnic identity development, and gender and sexual orientation, from infancy through adult maturity. An understanding of this development is necessary to understand the dynamics of multi-ethnic and multiracial groups in the United States. The workshop embraces an anti-oppressive and multi-cultural perspective.

National Youth-at-Risk Conference 21st Annual - February 28-March 3, 2010

The conference is designed for all persons interested in the well-being of youth. Colleagues with this common interest come together to share resources, ideas, and work toward collaborative solutions. Participants can attend three dynamic keynote presentations and choose from over 100 training sessions featuring successful programs and practices from across the country that address risk factors, protective factors, and community conditions needed for the well-being of young people.

Georgia Conference on Information Literacy 7th Annual - October 1-2, 2010

Information literacy is defined as the ability to know when there is a need for information and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. The conference addresses information literacy in K-12 and postsecondary settings. It provides the opportunity to share research and best methods related to teaching, learning, and assessing essential lifelong learning skills.

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ALUMNI: WHERE IN THE WORLD ARE YOU?

Name: _____
First Middle Last Maiden

Address: _____

Phone: _____ E-mail : _____

☐ Check if it is okay to publish your email address.

Graduation Date: _____ Degree/Major: _____

What have you been doing that we can share with other alumni?

Please complete this form and return it to: Southern Educator, P.O. Box 8133, Statesboro, GA 30460-8133 or use the online form at <http://coe.georgiasouthern.edu/alumniform07.html>

In Memory

Dr. Dorothy Moore, associate professor emeritus of early childhood education, died on April 15, 2009. Dr. Moore taught at Georgia Southern University from 1975–1990. The native of Minneapolis, Minnesota, received a B.S. degree in vocal and instrumental music from Bemidji State University, received her master's degree in music education from the University of Northern Colorado, and earned her Ph.D. in early childhood education from Florida State University.

After her retirement from Georgia Southern, Dr. Moore continued to support many musical events as a member of the Statesboro-Georgia Southern Symphony board, coordinator of the Youth Strings Program, and co-founder of OASIS (Ogeechee Area Symphonic Instrumental Society). Dr. Moore's passions were music, teaching, and her family.

Dr. Moore donated her extensive professional book collection to the COE's Department of Teaching and Learning.